RESPONSE 5: ACADEMIC PROGRAM

R-05a– CURRICULUM

At PAVE, we know that students learn best when interacting with their teachers and each other. In this unprecedented time, we are prioritizing the teaching of essential skills and content as well as the social-emotional well-being of our students. This means prioritizing inquiry and discussion based activities, small group instruction, and reserving times for students to support social-emotional learning and build community.

- **Elementary School Curricular Adjustments (grades K–4)**
    - Revised math, literacy, science, social studies, physical education, performing arts, and visual arts units to prioritize the most important content and skills, maintain inquiry based instruction whenever possible, and function seamlessly in hybrid and fully remote learning models
    - Maintaining, and when necessary, increasing the amount of small group reading instruction through Guided Reading
    - Re-distribute mathematics instructional time to prioritize remediation
    - Increased use of online learning platforms for both in-school and remote instruction as virtual libraries, curricular enhancements, and venues for extra practice
    - Create easily transferable hybrid schedules for students when in and out of the building
    - Increased Professional Development/Content Meetings for teachers

- **Middle School Curricular Adjustments (grades 5-8)**
    - Revised math, science, history, physical education, and visual arts units to prioritize the most important content and skills, maintain inquiry based instruction whenever possible, and function seamlessly in hybrid and fully remote learning models
    - Improve student reading volume, discourse, and accountability through standards based small-group literature circles
    - Increase the amount of small group reading intervention through Leveled Literacy Intervention to support below-grade-level readers, students with IEPs and English Language Learners
    - Increased use of online learning platforms for both in-school and remote instruction as virtual libraries, curricular enhancements, and venues for extra practice
    - Create easily transferable hybrid schedules for students when in and out of the building
    - Increased Professional Development time and an emphasis on co-planning

- **ES/MS Students with Disabilities and ELLs Curricular Adjustments**
  - For more information on how PAVE will meet the needs of Students with Disabilities, ELLs, and At-Risk Students please reference the following document: [SY 20-21 Reopen Special Education: SUNY](#)

- **Socio-Emotional Learning Supports**
  It is of utmost importance that we ensure the social emotional well-being of students during this challenging time. We have developed a robust plan with supports in place for all students in our school community designed using the acronym "PREPARE" - which stands for Prevent, Reaffirm, Evaluate, Provide and Respond, and Examine. Each section focuses on specific areas to support across our entire K-8 school community:

  - *"Prepare"* focuses on communications, including visual aids, with an overarching emphasis on cultural responsiveness. Students cannot learn and teachers cannot teach unless they feel safe. In order for students, families, and staff to feel as safe as possible in the school building, students will receive safety lessons on tips on how to stay safe during the school day, including handwashing, social distancing, eating lunch, interacting with peers, etc.

  - *"Reaffirm"* focuses on physical safety (explaining the why) and emotional safety (support regulation). The new normal will be an adjustment for everyone. Students will need practice and guidance and a place to express their feelings about the new routines - and will have the opportunity to do so during morning meetings/advisory discussions with their teachers.

  - *"Evaluate"* focuses on identifying and understanding stress reactions, with special considerations for higher risk populations within our community. This has been and continues to be an incredibly stressful time for all members of the PAVE community. To assess and understand stress reactions and how PAVE can support students and families in identifying those who may be particularly struggling, students will receive school-wide surveys, as well as in-class visual check in monitors in the form of feelings charts.

  - *"Provide and Respond"* focuses on promoting social support and school involvement, psychological education, and psychological intervention for all students. After months of social distancing, isolation, and disruption to the routines of physically interacting with their peers, it is important that students have the space to meet their social needs and reaffirm their sense of community. Students will have increased peer support and socialization through Zoom playdates and online platforms, dedicated time during morning meetings or advisory for discussion around issues prevalent in students' lives and on the current

geo-socio political climate; and have "free times" to socialize and connect during Friday Activity. Students will receive ongoing social emotional learning lessons during morning meeting and advisory time to continue to teach them how to identify and express feelings and to learn new coping strategies. PAVE's social work team will be providing counseling to students as needed, as well as mental health referrals.

- ***"Examine"*** focuses on documentation and assessment data. To ensure that no student or family is overlooked and unsupported, we will be documenting all outreach attempts, and evaluating lists of students who are struggling with attendance and engagement to identify further support and outreach. Students will be documented through attendance, engagement, and student surveys.

R-05b– INSTRUCTION

PAVE Academy offers two models. One is a hybrid approach that balances some days in person and some days remote, with a combination of synchronous and asynchronous learning on remote days. Families may also opt into a fully remote program. Our hybrid model prioritizes more in-person instruction for our youngest learners and 5th graders entering Middle School. A summary of our hybrid model is as follows:

K - 2nd Grades	3rd - 4th Grades	5th-8th Grade
4 days in person 1 days remote	4 days in person 1 days remote	4 days in person 1 days remote

This schedule allows us to spread students out across many classrooms to de-densify our groups, maintain social distancing, and protect the health and safety of our students and staff. As a part of de-densifying, classes will be led by one teacher. To prioritize additional health and safety measures, like staggered arrival and dismissal times, new arrival procedures, and frequent handwashing and surface cleaning, instructional time will be slightly shortened compared to previous years. Instruction will prioritize the most important components to ensure a safe and academically successful experience for students. Sample schedules are as follows:

Sample K-2 Schedule				
In Person Day		**Remote Day:Hybrid Students /Fully Remote Students**		
8:15 - 8:45	Arrival and Breakfast	8:15 - 9:00	Morning Meeting	Synchronous via Zoom

Time	In Person Day	Time	Remote Day	Notes
8:45- 9:30	Morning Meeting	9:00 - 9:45	Guided Reading / Centers / Independent Reading	Synchronous via Zoom for Guided Reading, then asynchronous independent reading using RAZ Kids
9:30 - 10:15	Guided Reading / Centers / Independent Reading	9:45 - 10:30	Break	
10:15 - 11:00	Math Workshop	10:30 - 11:15	Math Workshop	Synchronous mini lesson via Zoom and asynchronous work time
11:00 - 11:45	Reading and Social Studies	11:15 - 12:00	Lunch and Play Break	
11:45 - 12:30	Lunch and Recess	12:00 - 12:45	Reading and Social Studies	Synchronous via Zoom
12:30 - 1:15	Fundations and Writing	12:45 - 1:30	Fundations and Writing	Asynchronous using teacher-created videos and activities via ClassDojo
1:15 - 2:00	Problem Solving	1:30 - 2:15	Problem Solving	Synchronous launch and closing discussion via Zoom with asynchronous work time between
2:00 - 2:45	Specials (Async)	2:15 - 3:00	Specials (P.E., Performing Arts, or Visual Arts)	Asynchronous using teacher-created videos and activities via ClassDojo
2:45-3:00	Closing Circle	3:00 - 3:45	Science	Asynchronous using Mystery Science and teacher-created videos and activities via ClassDojo
3:00 - 3:15	Dismissal			

Sample 3-4 Schedule				
In Person Day		**Remote Day for Hybrid Students / Typical Day for Fully Remote Students**		
8:00 - 8:30	Arrival and Breakfast	8:15- 9:00	Morning Meeting	Synchronous via Zoom
8:30 - 9:15	Morning Meeting	9:00 - 9:45	Guided Reading / Independent Reading	Synchronous via Zoom for Guided Reading, then asynchronous independent reading using RAZ Kids

9:15 - 10:00	Guided Reading / Independent Reading	9:45 - 10:30	Break	
10:00 - 10:45	Math Workshop	10:30 - 11:15	Math Workshop	Synchronous mini lesson via Zoom and asynchronous work time
10:45 - 11:30	Reading and Social Studies	11:15 - 12:00	Lunch and Break	
11:30 - 12:15	Text Analysis and Writing	12:00 - 12:45	Reading and Social Studies	Synchronous via Zoom
12:15 - 1:00	Lunch and Recess	12:45 - 1:30	Text Analysis and Writing	Asynchronous using CommonLit and teacher-created videos and activities via ClassDojo
1:00 - 1:45	Problem Solving	1:30 - 2:15	Problem Solving	Synchronous launch and closing discussion via Zoom with asynchronous work time between
1:45 - 2:30	Specials (Async)	2:15 - 3:00	Specials (P.E., Performing Arts, or Visual Arts)	Asynchronous using teacher-created videos and activities via ClassDojo
2:30 - 2:45	Closing Circle	3:00 - 3:45	Science	Asynchronous using Mystery Science and teacher-created videos and activities via ClassDojo
2:45-3:00	Dismissal			

Sample 5th - 8th Schedule				
In Person Day		**Remote Day for Hybrid Students / Typical Day for Fully Remote Students**		
8:00 - 8:30	Arrival and Breakfast	8:30 - 9:00	Team Time	Synchronous via Zoom
8:30 - 9:00	Team Time	9:00 - 10:00	ELA (Book club + TWR/Text Analysis)	Synchronous via Zoom for Book Club and TWR/Text Analysis)
9:00 - 10:00	ELA (Book club + TWR/Text Analysis)	10:05 - 10:35	Reading Workshop	Blended synchronous and asynchronous, rotating schedule
10:05 - 10:35	Reading Workshop	10:35 - 11:35	Science/History	Sychronous learning

10:35 - 11:35	Science/History	11:35 - 12:30	Lunch and Recess	
11:35 - 12:30	Lunch and Recess	12:30 - 1:30	Math Content	Sychronous learning
12:30 - 1:30	Math Content	1:30 - 2:00	Math IXL	Blended synchronous and asynchronous, rotating schedule
1:30 - 2:00	Math IXL	2:00 - 2:50	Specials (P.E. or Visual Arts) (async) / Intervention (academic support)	Synchronous and asynchronous instruction(teahcer-guided and data-driven instruction/groupings)
2:00 - 2:55	Specials (P.E. or Visual Arts) (async) / Intervention (academic support)	2:55 - 3:35	Intervention (academic support)	Synchronous and asynchronous instruction(teahcer-guided and data-driven instruction/groupings)
2:55 - 3:45	Intervention (academic support)			
3:45-4:00	Dismissal			

In addition to the academic blocks described above, individual check-ins via Zoom will be utilized to support fully remote students. In both the hybrid and fully remote programs, teachers will meticulously track attendance and work completion. Data will be collected using school-wide assessments (MAP, Literably) and formative assessments in class (independent practice, exit tickets). Teacher schedules will, as always, include protected time for data meetings during which student work and assessment data will be analyzed and used for action planning for upcoming lessons.

Students participating in the fully remote option will engage with the same content as students participating in the hybrid model. This will include synchronous learning with a teacher every day to ensure an equitable experience.

Social-Emotional Learning and Support
- For more information on how PAVE will support social emotional learning, please reference the following document: Social Emotional Reopening SY 20-21

Special Populations
- For more information on how PAVE will meet the needs of Students with Disabilities, ELLs, and At-Risk Students please reference the following document: SY 20-21 Reopen Special Education: SUNY

R-05c– ASSESSMENT

To prioritize health and safety measures, and because of the nature of remote learning, we are emphasizing formative and observational assessments over lengthy exams or quizzes. Teachers will continue to regularly measure student learning through student work, one-to-one conferencing, and exit tickets and adjust instruction accordingly. Data gained from digital platforms and nationally normed diagnostics will be used to ensure student growth and mastery of content over time.

K-8 Adjustments:
- Adjusting to remote-based diagnostics to measure student levels of strengths, knowledge, and skills before instruction. Removing pencil and paper based Interim Assessments (IAs) in favor of NWEA Measure of Academic Progress (MAP): 3 times per year
- No reading/literature/math unit assessments
- Use of skills mastery trackers, targeted evaluated work, anecdotal records and 1:1 conferencing as a form of assessment and evaluation in math
- Use of student work samples, target evaluated work, anecdotal records, and 1:1 conferencing as a form of assessment and evaluation in literacy, science, history, physical education, performing arts (K-4), and visual arts
- More frequent reading growth assessments using Literably (in place of F&P) - every 6-8 weeks for below level readers, early readers, and higher need students
- Data collected from remote platforms (Khan, Study Island, Zearn, Raz, Epic, MyOn, etc)

K-1 Specific Adjustments:
- Sight word assessments and CPA still happen via check ins remotely or in person on in person days

5-8 Adjustments:
- Weekly Looking at Student Work (LASW) meetings adjusted to share work from all subjects for generalist teachers

R-05d– AT-RISK POPULATIONS

For more information on how PAVE will meet the needs of Students with Disabilities, ELLs, and At-Risk Students please reference the following document: SY 20-21 Reopen Special Education: SUNY

Response to Intervention and Child Find Procedures:
- For more information on how PAVE's Response to Intervention Program and Child Find Procedures will meet the needs of students with Disabilities, ELLs, and At-Risk Students, please reference page

16 of the following document: SY 20-21 Reopen Special Education: SUNY

Services and Supports for Students with Disabilities:
- For more information on how PAVE will meet the needs of Students with Disabilities please reference the following document: SY 20-21 Reopen Special Education: SUNY

Section 504:
- For more information on PAVE's Response to Intervention Program, please reference bottom of page 23 of the following document: SY 20-21 Reopen Special Education: SUNY

Services and Supports for ELLs:
- For more information on how PAVE will meet the needs of English Language Learners please reference the following document: SY 20-21 Reopen Special Education: SUNY

Youngest Students:
- Please reference above sections to see PAVE's approach to K-2 instruction
- For more information on how PAVE will meet the needs of Students with Disabilities, ELLs, and At-Risk Students please reference the following document: SY 20-21 Reopen Special Education: SUNY